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## Strategy for Strengthening Character Education in Physical Education Learning at Makassar City Elementary Education Level

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**Abstract:** This study aims to describe the headmaster's strategy in strengthening character education of students, its implementation, and the results of this strategy implementation at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar. The qualitative method and descriptive analysis were used in the research. The results of the analysis of observation data and interviews showed that the headmaster's strategy in strengthening the learners' character education is integrated into intracurricular and extracurricular activities, and provides habituation in schools. The implementation of such strategies integrates character education into each subject or theme and local content; and into the extracurricular activities in SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar, among others scouts, child doctors, drum bands by motivating, giving advice, awarding prizes, sanctioning and civility; it resulted in conscientiousness, routine activities, spontaneous activities, and conditioning. The results of the strategy implementation can be seen in effective assessment, the value of the student's report card, and the counseling book. Considering the three assessments above, the results of the principal's strategy implementation in strengthening character education at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar belong to the good category.

**Keywords:** strategy, implementation, education, character strengthening.

### 在望加锡市小学教育层面加强体育学习中的品格教育的策略

**摘要:** 本研究旨在描述校长在标清内格里·曼加萨望加锡和伊斯兰学校伊布提代耶·内格里 2 望加锡加强学生品格教育的策略、实施以及该策略实施的结果。研究采用了定性方法和描述性分析方法。观察数据和访谈的分析结果表明,校长加强学习者品格教育的策略融入了课内和课外活动,并为学校提供了习惯。此类策略的实施将品格教育融入每个学科或主题和本地内容;并参与标清内格里·曼加萨望加锡和伊斯兰学校伊布提代耶·内格里 2 望加锡的课外活动,其中包括童子军、儿童医生、鼓乐队,通过激励、提供建议、颁发奖品、制裁和文明;它导致了责任心、日常活动、自发活动和条件反射。策略实施的结果可以从有效评估、学生成绩单的价值、辅导书上看出来。考虑到上述三项评估,校长在标清内格里·曼加萨望加锡和伊斯兰学校伊布提代耶·内格里 2 望加锡加强品格教育的战略实施结果属于良好类别。

**关键词:** 策略、实施、教育、品格强化。

## 1. Introduction

Education is a tool that can help people become better persons than ever before. Education can also make people have degrees and minds that can distinguish them from other beings. With education, man can develop his potential and talents. As stipulated

in the Law of the Republic of Indonesia No. 20 of 2003, the National Education System aims to develop the potential of learners to be pious, moral, and knowledgeable.

Referring to the basic function of education, it is expected to provide changes in both knowledge, skills,

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and values of attitude in society. The main role of education is not to teach about right or wrong knowledge but rather educate on humanizing people in behaving [1]. Good education can make progress in a nation, compete in the world of knowledge and give birth to people with character in realizing the mission of national education with character.

Character is now the main issue in the world of education; in addition to being part of and process of moral formation of the nation's children, character education is considered to be the main foundation in the success of Indonesia Gold 2025. The purpose of today's education is for the formation of characters manifested in the essential unity of behaving and being alive. Character is a self-identity that can be measured through personal qualities in his life. These characters are not obtained instantly but through a long process starting from birth. If the application of this character is good and exemplified by people who have good character, then the result will grow a strong character in a person. One of the steps in planting this character is through formal education. Where in this environment, there are educators who are experts and professionals in humanizing people.

Character education is understood as an effort to cultivate human values that will be attached to him and become habituated in behaving [2]. Character education becomes an effort to instill attitudes, deeds, good words and cling to characteristic traits or characteristics of the individual. Character education became an effort and plan in influencing and strengthening the students' characters.

The character attached to the individual is a basic character derived from moral values and religious values commonly called "the golden rule" [3]. Furthermore, the character sourced from within a person who will also affect his mind and actions to the situation [4]. Therefore, it can be said that the character is good if it has a good behavior attitude.

The formation of a good character or person should be done early through the learning of character values and able to be a solid foundation in him. Instilling character values can start from the family environment, school environment, and also community environment. These three components are key factors in the successful implementation of character education. Now, character education is more focused on the scope of formal education. This focus is caused by the fact that a school is a strategic place to improve the nation's next generation. A school is an academic unit that is targeted in organizing government policies on character education. In addition, school institutions are in the spotlight concerning the flawed character of students. Therefore, the role of schools in character education is considered very important to realize educational objectives contained in the functions and objectives of national education.

Character education is integrated into the Core Competency (KI) and becomes a learning achievement in the national education unit. Integrating character values into learning activities in all subjects or fields of study is considered important because each subject has its own characteristics. Meanwhile, to realize this, it is necessary to view the teacher's role as the spearhead of character formation because teachers are role models or examples for students in the scope of formal education. Teachers become important figures to implement character education.

The integration of character values is an effort by the Government to overcome various polemics of moral problems of the Indonesian nation and improve the quality and educational outcomes that lead to the achievement of the formation of character or noble morals of learners. The Government's efforts to plan character education have been going on for quite some time but have not been optimal. Character education is considered important in an ongoing manner to strengthen the character of students. The application of character education does not seem to have had a changing impact on students. Character educators in the curriculum have not been fully implemented. This can be seen from learning more towards intellectual education than the application of character education. The application of character education in schools has different weaknesses and constraints. In addition, with various considerations, the need for optimization and strengthening of character education refers to various issues related to the weak character of current students.

This can be seen from some of the weak conditions of student character, namely, the occurrence of fights between students, the rise of motorcycle gangs involving students, violence that occurs among students, the lack of respect for teachers, the practice of lies in the world of education, the loss of a culture of student shame in this case cheating at the time of the exam until buying leaked answers. According to KPAI in Metro Tempo, student brawls in Indonesia increased by 1.1 percent throughout 2018, from 12.9 percent in 2017 to 14 percent in 2018. In 2019 cases of violence or child abuse reached 153 cases, according to the news of Metro Tempo on Wednesday, September 12, 2018, at 16:21 WIB with the title "KPAI: Student crash 2018 higher than last year by Reporter M. Julnis Firmansyah and editor Ali Anwar.

Cases of weak student character are also described in both electronic and print media websites. One of them in South Sulawesi Province, a student at SMKN 2 Makassar school molested a teacher, as informed in electronic media Liputan 6.com (2016). Another case was reported in detiknews.com (2019), a student at SMP Negeri 2 Takalar scolded a janitor. Furthermore, the case of a fight between teachers and students occurred in Bulukumba District (Tribun-timur.com, 2019). These cases tarnished the world of education and even gave rise to their own assumptions in the

community about the weak character education among students.

The initial study was conducted in the form of an interview at one of the schools in Makassar, namely SMP-SMA Khadijah. Sources of information state some characters in students who have declined, such as lack of manners, lack of nationalism, lack of empathy to others, and so on. For example, some students show more respect for others. In addition, some students prefer not to attend flag ceremonies on national days. Furthermore, at SDN Kapasa, according to direct observations about teaching and learning activities in the field, some of the students were disrespectful in both words and deeds. For example, they were taunting and booing each other up to fights. This behavior is partly an example of the weak character of today's students. The phenomenon of weak student character is also characterized by the rise of cases that involve students with the police.

Character education among students is of great concern. Moreover, the current situation is less supportive due to the Coronavirus (Covid-19) pandemic in Indonesia, making many schools stop the face-to-face learning process. Covid-19 has had an impact on education in Indonesia. The Government encourages Indonesians to conduct social distancing to prevent coronavirus spread more widely. Efforts to prevent, restrain, or slow the transmission of Corona are by doing social distancing (keep distance) since the enactment of social distancing affected education.

The process of face-to-face learning that was originally one of the strategies to strengthen the students' character must adjust to the current condition of becoming a school online to be less efficient in instilling character. With the Covid-19 outbreak, character education is increasingly concerned with lack of manners, ethics and manners, responsibility and discipline, and various character values decreasing in online learning.

All educators are responsible for character building both in integrating subjects and activities in schools and online learning. In addition, support from parents and the environment is needed to improve the character of students. To turn into a good person, it is permissible to change the character because the stability of our lives depends on the character, according to psychologist Frank Pittman [5].

Some of the results of previous research became a reference and input to examine this issue more deeply. The importance of character education is integrated into learning. Optimizing character education in the school sphere, the Government refers from Perpes No. 87 of 2017 to take the initiative in prioritizing character education in the education unit. In addition, the condition of the many cases of character problems among students becomes a reference to the need for character education development.

The Character Education Strengthening Movement (PPK) is one of the Government's steps in optimizing character education today. This movement is a continuation, optimization, even an extension of the National Movement for Character Education in 2010. The program serves as the main foundation of character development stemming from the Nawacita Jokowi movement [6]. Character education values in Strengthening Character Education (PPK) include religious commitment, nationalism, integrity, independence and cooperativeness [7]. Strengthening Character Education (PPK) is expected to overcome various problems of weak character. In addition, this program aims to face challenges in competition on the global stage, such as the low index of Indonesian human development, threatening the competitiveness of the nation, the physical weakness of Indonesian children due to lack of sports, low sense of art, and aesthetics and ethical understanding that has not been formed during the education period. These reasons have become quite a strong basis for the Ministry of Education and Culture (Kemendikbud) to re-strengthen the identity and identity of the nation through the Movement for Strengthening Character Education (PPK) conducted thoroughly and systematically at the primary and secondary education levels.

The principle of program development refers to psychosocial configuration, namely thinking (literacy), exercise (ethics and spiritual), taste (aesthetics), and sports (kinesthetic), strengthening character education implemented in class-based, culturally based, and community-based activities [7]. Integration of Character Education Strengthening (PPK) is carried out in all subjects, including physical education subjects. The implementation of PPK is designed through physical education learning by making approaches or strategies that comply with the conditions of the school environment and the surrounding environment. The strategy of character education implementation in physical education learning uses strategies, methods, models, and techniques to implement or apply character education. Educators (teachers) must implement character education through the subjects they teach to students well. Education and learning of various fields of science in schools today impressed arid (dry) from the beauty of life, the character of learners explored by memorization of theory and very minimal practice, too abstract and less touching value, character and the humanitarian dimension of the field of science taught. Education and learning should be an integral part of human culture and therefore have humanistic characteristics. Education and learning are democratic and humanistic education practices that bring audience students comfortable in differences (different in intelligence, culture, ethnicity, and religion), freedom of thought and creativity, a collaborative and adaptive educational atmosphere to change with educational orientation will produce

educated human beings who have character / soft skills, life skill and survive in life. Character education in Indonesia is still seen as a discourse. It has not been an integrated part of formal education and then continued with the efforts made by teachers to design character education through concepts understood by the teacher itself by designing character education in preparation for the development of students, families, and the community. These efforts include establishing character education as one of the strategic plans of the school, the planning and implementation of character education programs contained in the Learning Event Unit (SAP), or the Draft Teaching Preparation (RPP) in schools.

The strategy of strengthening character education in physical education learning can be implemented by integrating the values of strengthening character education ranging from planning, implementation of learning to the evaluation of learning is expected to be cooperation or collaboration between teachers, parents, and students to smooth the process of learning character education online. Therefore, implementing character education in physical education learning is expected to strengthen the values of student character. Furthermore, the role of physical education or sports is a nation and character building [8]. This opinion is based on the expression of President Sukarno: there are values contained in sports, through sports activities, discipline, honesty, sportsmanship, responsibility, and noble other values embedded in sports actors.

Character education requires habituation and civility so that it is expected by integrating character values in students' educational learning better than ever before. Similarly, Zubaedi believes that character values are planted by example and repeatedly through habituation [5]. Habituation in instilling the values of student character is not limited to learning alone. Still, it is expected that the school (stakeholders) participate in supporting activities starting from school culture, school discipline, even in the learning planning process. Strengthening character values in learners is done with two approaches, namely the practical approach and the fundamental approach. Practical approaches train the traits that are expected to be the behavior of learners. The essence approach prepares personality as his home character [9].

The way to strengthen students' character in Makassar, especially during the Covid-19 pandemic, is to create a strategy to strengthen character education in physical education learning that does learning planning, learning activities, and learning evaluation activities. The customizer and/or optimization of character education is actively done through virtual (online) or in the form of video recordings of physical activity of physical education. This is an attempt to streamline the achievement of virtual-based physical education learning (online).

Based on literature studies, surveys, preliminary studies, and various cases in this pandemic, researchers

want to conduct a more in-depth study of the problem as a parameter in the development of science in sports education. The focus of this study is the strategy of strengthening character education in physical education lessons at the basic education level of Makassar city. There are 575 elementary education units in Makassar city, including 365 public elementary schools and 210 private elementary schools.

## 2. Literature Overview

Self-potential development is done through education anywhere and anytime. This indicates that education is actually tasked to develop one's ability to be better for oneself and society. Similarly, Khairat called education a process of finding identity to become a human being who can adapt to his environment in the face of life challenges [10]. It can be concluded that education is not only about attaining knowledge, but education is a transformation of the value of personality or character. Therefore, education is used as a means of formation and change of character for the better.

Character education has been applied in educational units through the KTSP curriculum and curriculum 2013. A component in the 2013 curriculum, character education, has been integrated through Core Competencies (KI), namely KI 1 spiritual attitudes, KI 2 social attitudes, KI 3 knowledge, and KI 4 skills. Although character education is already in the curriculum, the proportion of the application of character education with national education has not been balanced due to various factors. Thus, balancing character education requires continuous improvement. The development of character education is continued, optimized, deepened, and even expanded in the Character Education Strengthening program [7].

According to Suyadi [11], the terms of approach, model, method, and technique in achieving certain goals can be interpreted as learning strategies. The learning strategy is the way chosen by teachers in delivering learning materials to students, as for the terms in the strategy.

Physical education is a physical activity that involves cognitive, affective, and psychomotor aspects. The scope of physical education for elementary school (MI) includes games and sports, development activities, gymnastics activities, water activities, out-of-class education, and health. Children of basic age are the golden age psychologically. The development of the basic age is more on the ability to manage their competence. Piaget further stated at the basic age of development of thinking more concrete operational stage [12].

Learning is a teaching process or an attempt to direct the onset of learning behavior for learners or an attempt to teach someone [13]. There are learning objectives, teaching materials, strategies or teaching methods, learning media of learners, and teachers in

learning. According to Dalyono & Dwi Lestariningsih [14], characteristics of learning are 1) Conscious and deliberate efforts; 2) Learning should make students learn; 3) The objectives must be set out first before the process is carried out; 4) The implementation should be controlled, as well as its content, time, process and results". Similarly, the learning system includes objectives, materials, methods, media, learning resources, environment, and the assessment system itself [15]. Thus, the preparation of learning activities must be completely organized. Before the classroom learning activity, a teacher must design the learning plan.

### 3. Research Method

The research approach used in this study is the qualitative method. The design or strategy in this study uses a case study design [16]-[18]. This research focuses on strengthening character education through physical education learning at the basic education level of Makassar City. The target of Mangasa Makassar State Elementary School and Madrasah Ibtidaiyah Negeri 2 Makassar. Data collection in this study was conducted by collecting information through open and structured interviews, unstructured observations, non-participation, and open observations [19].

## 4. Results and Discussion

### 4.1. Principal's Strategy in Strengthening Student Character Education

Ministry of Education and Culture of the Republic of Indonesia, in the Character Education Strengthening Module for Principals [20], revealed that a principal also determines the success of strengthening character education. As a formal leader, the principal is responsible for implementing Character Education Strengthening in schools through school management and leadership. In the process of achieving the goal of strengthening character education, the headmaster must have a strategy enabling to achieve the goal matching the vision and mission of the school. Based on interviews with the principals of SD Negeri Mangasa Makasar and Madrasah Ibtidaiyah Negeri 2 Makasar, the principal's strategy in strengthening character education at SD Negeri Mangasa Makasar and Madrasah Ibtidaiyah Negeri 2 Makasar is as follows.

#### 4.1.1. Integrating into Intracurricular Activities

Intracurricular activities are one way or strategy in strengthening the character education of learners [21], which is integrating character values into each subject or theme and local content through teaching and learning activities (KBM). The development of cultural education values and the character of the nation is integrated into every subject of each subject [20]. These values are listed on the syllabus and learning implementation plan (RPP). Learning activities within

the framework of character development students can use active learning approaches such as contextual learning approaches, cooperative learning, problem-based learning, project-based learning, and work-based learning. At the same time, local content is developed or established through educational units or regions.

#### 4.1.2. Integrating into Extracurricular Activities

Character education strengthening is implemented through extracurricular activities established by the educational unit. Based on interviews with the head of SD Negeri Mangasa Makasar and Madrasah Ibtidaiyah Negeri 2 Makasar, there are three extracurricular activities that students can participate in. Namely scouts, little doctors, and drum bands.

Extracurricular activities can be conducted through collaboration with the community and other relevant parties/institutions [20]. Therefore, the school always invites the relevant parties to provide counseling or coaching to teachers and students at SD Negeri Mangasa Makasar and Madrasah Ibtidaiyah Negeri 2 Makasar. Such as the extracurricular activities of small doctors, once a month, there is counseling or coaching from the health office, namely Betung Health Center.

#### 4.1.3. Habituation in Schools

Gunawan [22] revealed that character education requires habituation. Habituation of doing good, habituation to be honest, not cheating, not being lazy, not letting the environment get dirty. Character education is not formed instantly but must be trained seriously and proportionally. Based on interviews with the principals of SD Negeri Mangasa Makasar and Madrasah Ibtidaiyah Negeri 2 Makasar, the habituation applied at SD Negeri Mangasa Makasar and Madrasah Ibtidaiyah Negeri 2 Makasar can be seen from the beginning of the students coming until the learning ends in school, among others 1) students are accustomed to saying greetings and shaking hands with teachers; 2) students are accustomed to picketing classes before learning begins according to a predetermined picket schedule; 3) learners are used to taking off their shoes and putting them on the shoe rack before entering class; 4) learners are accustomed to bedo'a before and after learning; 5) students are accustomed to literacy 15 minutes before learning begins; 6) students are accustomed to praying dhuha according to a predetermined schedule; 7) learners are used to reading surah Yaasin and participating Friday charity every week.

The above activities are the principal's strategy in implementing the strengthening of student character education. The activity is carried out every day, which is expected to form a good character in the learners and become a habit until they grow up. This strategy complies with the guidelines for the implementation of strengthening the character education of learners according to the Ministry of Education, which states

that character education becomes the focus of education at all levels of education it fosters. The character can be instilled with various activities carried out through intracurricular and extracurricular activities.

## **4.2. Implementation of Principal Strategy in Strengthening Student Character Education**

### *4.2.1. Strategy Implementation in Intracurricular Activities*

Based on the researcher's interview with the subject teachers of Islamic Religious Education, PJOK, and classroom teachers, implementing character education values in intracurricular activities is integrated into every subject or theme and mulok. The activities can be seen in the Learning Implementation Plan (RPP). RPP for each subject and theme is done by the teacher, which will be implemented in the learning process in the classroom. Based on the example of the lesson plan, you can see the character values contained from the beginning of the preliminary activity, the core activity, and the final or closing activity. The character values contained in the RPP are 1) Religious commitment; Learning activities are opened with greetings and students pray when opening and closing lessons 2) Discipline; students are disciplined in terms of time and to appreciate discipline, the teacher asks who leads the prayer is the student who today came the earliest. 3) Nationalism; to increase the enthusiasm of students, they are invited to sing the song "Garuda Pancasila" and other national songs before learning; 4) Love to Reading; Students are invited to read/write for 15-20 minutes starting with the teacher telling about the childhood story of a world figure, health, hygiene, healthy food/drink, inspirational or motivational stories (literacy activities); 5) Curiosity; The teacher provides an overview of interesting activities that students will carry out by inviting them to read sentence balloons in student books. 6) Care for the environment; the teacher provides stimulus, ideas, and ideas to students through pictures that contain concern for the environment. 7) Independency; Students are trained independently by doing tasks independently. 8) Creativity; Students are trained to be creative 9) Confidence; Students are trained to express their opinions confidently. 10) Cooperation; Students work together in working on group assignments. 11) Tolerance; Students are taught not to differentiate between friends of different religions and ethnicities. 12) Responsibility; Students learn to be responsible as learners and are trained to be responsible for the tasks given. From the RPP, it is clear that the strengthening of character education in SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makassar is integrated into each subject or theme because character values are contained in the Learning Implementation Plan (RPP) made by the teacher.

### *4.2.2. Strategy Implementation in Extracurricular Activities*

Based on observations made by researchers, there are three kinds of extracurriculars at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makassar that can be followed by all students, namely 1) Drum band; 2) Scouts; and 3) Little Doctor. Based on the interview with drum band coaches, scouts, and pediatricians, the implementation of strengthening the character education of students integrated into extracurricular activities can be seen from learners' activities in the training process. Character values contained include 1) Religious commitment; Learners pray before and after training 2) Discipline; Trainees on a predetermined schedule 3) Hard work; Students exercise vigorously to obtain proud results by winning many races at the district level, district, even Province 4) Creativity; Students are fostered always to be creative according to their talents and interests 5) Caring for the environment; Students are invited to maintain, care for, and preserve the school environment 6) Social care; Students are taught to tolerate, help each other.

Based on the researcher's interview with the coach or coach of extracurricular activities, efforts or ways of coaches in implementing the values of character education in extracurricular activities: Drum band, Scouts and Pediatricians through five things, namely 1) providing motivation to students; 2) giving advice; 3) awarding of prizes; 3) sanctions; 4) conscientiousness.

From the description above, it is clear that the implementation of strengthening the character education of learners is integrated into the extracurricular activity: Drum band, Scouts, and Pediatricians. The activity is positively valuable in developing the learners' potential and developing their talents and interests. The implementation of character education strengthening can also be seen in the documentation or report of the supervisor every month to the principal and the results that have been achieved by the students.

### *4.2.3. Implementation of Habituation in Schools*

According to the Ministry of Education [23], the character education guide is the behavior, attitude of teachers, educational personnel, and learners in setting an example through good actions so that it is expected to be a role model for other learners. The good habits of teachers are examples of this form of civility. Based on interviews with the principals of SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makassar, Keteladanan at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makassar can be seen from 1) teachers' words and manners; they do not hesitate to say thank you and excuse when making mistakes even with students and respect the opinions of others, 2) teachers' attitude; they should be fair, not to

be kind to students, patient in educating, and responsible, 3) teachers' behavior and discipline (teachers attend, rest, and go home on time), they obey school discipline, dress neatly, throw garbage in place, lead the reading of surah Yaasin, lead duha prayers, and participate in charity Fridays. These good habits are a form of teachers' transparency that students hopefully will follow what is seen from the teacher's habits.

Routine activities are activities conducted by students continuously and consistently at all times [23]. Based on the interview of researchers, routine activities conducted at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar include flag ceremony every Monday, physical health gymnastics held every Saturday, reading surah Yaasin together and participating in charity Friday every week, mutual cooperation (gotong royong) activities cleaning the school environment every Saturday, prayer dhuha jama'ah according to a predetermined schedule, literacy activities 15 minutes before learning begins, line up neatly before entering the class, and picket the class according to a predetermined schedule. Routine activities are one way to implement the strengthening of student character education. It is expected that the above routine activities can form a good character and can be carried out continuously in daily life.

Spontaneous activity is an activity that is done spontaneously at that time. Based on the researcher's interview, all teachers and educational personnel always carried out spontaneous activities. For example, when the teacher knows that there are students who behave badly, then the teacher does not hesitate to reprimand and advise immediately. So that the students immediately realize their bad behavior and will not repeat it. This finding confirms Wibowo's results [24], which revealed that spontaneous activities are usually done when teachers or other educational personnel know the poor deeds of students that must be corrected at that time.

Spontaneous activities can include collecting donations when there are friends affected by disasters or donations to the community when disasters occur [23]. Based on the interview of researchers, this activity is always applied in SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar. When one of the big families of SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar had a disaster, the principal and students spontaneously coordinated with the parents and students to raise funds to raise donations be given to those who are entitled to receive. From spontaneous activities are expected to foster character values in students. And one day, it is expected to be a human character philosophy.

Based on research interviews with principals and classroom teachers as well as extracurricular teachers, the implementation of strengthening character education by habituation through conditioning can be seen from the school environment of Mangasa Makasar

State Elementary School and Madrasah Ibtidayah Negeri 2 Makasar, which supports the character education movement, among others 1) well-functioning the musholla (Islamic Prayer Room); students are invited to perform dhuha prayers according to a predetermined schedule and carry out other worship practices; 2) well-functioning school libraries and reading houses; students are invited to visit the library or reading house so that students like to read 3) decorating the classroom with the motto of wise words, and useful mottos; 4) sticking posters related to character education outside the classroom for all students to read them.

The school environment is very influential in the successful strengthening of the character education of students. Therefore, the environment at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar has supported character education programs, although there are still many shortcomings that still need to be addressed.

It is clear that habituation activities strengthen character education at school. This complies with the guidelines for implementing character education strengthening according to the Ministry of Education, which says that habituation conducted in schools is one of the effective media to practice norms and values according to the Indonesian nation's religion and culture. These activities include Civility, Routine activities, spontaneous activities, and conditioning [23].

#### **4.3. Results of the Principal Strategy Implementation in Strengthening Student Character Education**

Based on research interviews with principals, class, and subject teachers, school documentation, the results of the implementation of the principal's strategy in strengthening the character education of learners can be seen from the attitudes and behaviors of children.

##### *4.3.1. Affective Assessment Observation Sheet Results*

*The religious values:* the most visible sign by someone who is a good religion is to practice the religious teachings that he embraced in daily life [25]. Based on the observation of affective assessment of attitudes and behaviors of students that show the religious side of attitudes and behaviors under religious guidance averaged the percentage of success or completion of the five character indicators expected from

According to the results of the interview that involved 28 respondents, 35.71% of students answered "Cultivate"; 46.43% of respondents answered "Start Growing"; 15.71% answered "Start to Look"; 0.38% answered "Not Yet Seen". Thus, it can be concluded that the implementation of religious character values has been successful with an average percentage of 82.14% with good categories.

*The discipline values:* discipline is an act that indicates one's adherence to a particular rule [26]. The indicators of the value of discipline character education are the discipline of coming on time to school, the discipline of doing homework, the discipline of wearing a complete uniform, the discipline of doing the task, and the discipline of coming to school (not ditching). Based on the assessments of students' attitudes and behaviors that showed disciplinary scores, the average percentage of success or completion of the five expected character indicators, 35.00% of 28 respondents answered "Cultivate", 45.71% answered "Start Growing", 17.86% answered "Start to Look", and 1.43% answered "Not Yet Seen". Thus, it can be concluded that the implementation of disciplinary character value has been successful with an average percentage of 80.71% with good categories.

The value of caring for the environment and awareness to maintain and utilize the environment must be developed and instilled in every student in the educational institution. The value of environmentally caring characters is good enough. The indicators of environmental care value are throwing garbage in its place, maintaining class cleanliness (class picket), maintaining school cleanliness (field picket), caring for plants, and re-minding friends to maintain cleanliness. Based on the observations of affective assessments of students' attitudes and behaviors that showed environmental care scores, the average percentage of success or completion of the five expected character indicators 37.14% of 28 respondents answered "Cultivate", 44.99% answered "Start Growing", 14.99% answered "Start to Look", and 4.28% answered "Not Yet Seen". Thus, it can be concluded that the implementation of environmentally caring character values was successful with an average percentage of 80.70% with good categories.

Based on the three character values above, namely religious commitment, discipline, and environmental care, it can be concluded that the results of the implementation of the principal's strategy in strengthening character education have been successful with an average percentage of 81.18% with good categories.

Student report books, affective assessments of learners assessed by class teachers and subject teachers will be accumulated to be included in the student's report card as a school report to parents (guardians) and also school archives. Based on observations on the score of the report card of 28 respondents for the assessment of spiritual attitudes (religious commitment) category, there are 5 students assessed "very good" and 23 students assessed "good". Thus, it can be concluded that the achievement of the assessment of spiritual attitudes (religious commitment) shows good results.

When assessing social attitudes (discipline and environmental care), there are 4 learners in the

excellent category, and 24 learners in the good category. Thus, it can be concluded that the achievement of social attitude assessment shows good results.

*Counseling guidance book* (case book): this counseling guidance book is used by class teachers to record students who have problems (cases) from light to moderate which teachers can cope in the classroom. However, if the problem (case) is severe, it should be taken to the direct supervisor (principal) to find the best solution. Based on the existing data or records, not many students are included in the guidance book (case book), only six students with light and moderate problems. Thus, it can be concluded that the implementation of the principal's strategy in strengthening the character education of students shows good results.

The description above reveals that the implementation of the principal's strategy in strengthening students' character education at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar is seen in the effective assessments, report books, and case books showing good results.

## 5. Conclusion

The principal continues to carry out his duties and the strategy in strengthening character education of participants at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar, including a) integrating into intracurricular activities, b) integrating into extracurricular activities; c) providing habituation in schools. Implementation of the principal's strategy in strengthening character education at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar covers a) implementation of intracurricular activities by integrating character education into each subject or theme and mulok; b) implementation of extracurricular activities, among others: scouts, child doctors, and drum bands by motivating, giving advice, awarding prizes, sanctioning and civility; c) implementation of habituation in schools, by instilling conscientiousness, arranging routine activities, spontaneous activities, and conditioning. The results of the implementation of the principal's strategy in strengthening character education can be seen in: a) effective assessment, b) student report card score, and c) counseling book (case). From the three assessments above, it can be concluded that the implementation of the principal's strategy in strengthening character education at SD Negeri Mangasa Makasar and Madrasah Ibtidayah Negeri 2 Makasar is good.

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